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DESIGNING TRAINING SESSIONS FOR WORKING WITH INFORMATION THROUGH CREATIVE METHODS

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Abstract
This article presents the methodology for designing and implementing training sessions aimed at developing information literacy competencies through creative approaches. The paper explores the effectiveness of creative methods-particularly brainstorming, clustering, concept mapping, and case studies-in cultivating participants' skills in information search, analysis, synthesis, and evaluation.

Keywords: Creative approach, development of information competence, training design, methodology, professional development, interactive learning.

Introduction

One of the most important tasks facing the field of education in the 21st century is the development of modern information literacy competencies among both students and educators. With the rapid advancement of information technologies, the exponential growth of digital resources, and the widespread use of artificial intelligence and open data systems, educators are required not only to impart knowledge but also to analyze, evaluate, and promote innovative approaches to information. Therefore, it has become essential to enhance educators' information competencies through creative approaches in professional development programs.

Creative methods, unlike traditional approaches, are instructional strategies that foster independent thinking, encourage the generation of original ideas, and facilitate the identification and resolution of complex problems.

These methods include brainstorming, clustering, case studies, concept mapping, and others. Such techniques actively engage learners and create a foundation for deep understanding, reinterpretation, and the generation of new ideas.

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Teaching practicing educators through creative methods not only develops their personal competencies but also encourages them to apply innovative techniques in their own teaching. This, in turn, contributes to the overall improvement of education quality.

In this study, the design of training sessions based on creative methods was developed with the following components:

Methods Section: The study utilized a combination of scientific and practical methods to design training sessions and evaluate their effectiveness. The primary methodological framework was based on creative pedagogy, a competency-based approach, and instructional design theory. To ensure logical structure, practical application, and empirical validation, the following methods were employed:

Analytical-Methodological Approach: In the initial phase, a review of existing scientific-pedagogical literature, international experiences (OECD, UNESCO), and national educational documents of the Republic of Uzbekistan was conducted. Based on this analysis, a group of creative methods relevant to information competency was identified and assessed for their applicability in professional development settings.

Pedagogical Design and Session Modeling: In the second phase, training sessions were developed using creative methods. The sessions included the following components:

- ✓ Introduction (Motivational Block): Engaging participants by presenting a creative problem.
- ✓ Main Part: Enhancing information skills through selected creative methods (e.g., brainstorming or clustering).
- ✓ Practical Task: Developing independent solutions based on case studies and concept maps.
- ✓ Reflection and Assessment: Peer analysis of participant activities and competency measurement.

The design integrated Bloom's taxonomy by incorporating higher-order thinking processes such as analysis, evaluation, and creation.

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Experimental Methods: In the third phase, the developed sessions were tested through an experimental study involving 30 in-service secondary school teachers at a professional development institute. The experiment followed a pre-test and post-test model:

- ✓ *Pre-Test:* Administered a diagnostic test to assess initial information competencies.
- ✓ *Session Implementation:* Conducted over two weeks in six modules.
- ✓ *Post-Test:* Used final assessment tests and reflective surveys to measure competency changes.

Survey and Interview Methods: Following the experiment, semi-structured interviews and questionnaires were used to collect qualitative data on participants' attitudes, learning outcomes, and readiness for practical application.

Statistical and Qualitative Analysis: Results were analyzed using descriptive statistics (percentages, averages) and textual content analysis (based on interviews and surveys). This ensured precise presentation of findings and scientific substantiation of conclusions.

The findings demonstrated that using creative methods in professional development effectively enhances participants' information literacy. The sessions helped develop skills such as searching, analyzing, processing, evaluating information, and generating new ideas.

Creative methods such as brainstorming, concept mapping, and case studies encouraged active participation, independent thinking, and creativity. For instance, structuring information through concept maps, seeking alternative solutions via brainstorming, and analyzing real-life scenarios through case studies significantly enhanced teachers' analytical thinking.

This reflects the development of higher-order thinking skills—analysis, evaluation, and creation-as outlined in Bloom's taxonomy. Participants were not only able to absorb existing information but also transform it into new ideas. Thus, creative methods serve as powerful tools for fostering advanced cognitive activities in educators.

Since 2021, the education system in Uzbekistan has prioritized revising general education curricula based on a competency-based approach and promoting digital literacy and information culture. Accordingly, professional development systems

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must also embrace modern, interactive, and creative methods. This study provides a practical solution for that process.

However, some limitations to this approach were identified, including:

- ✓ Trainers need sufficient methodological and technological preparation to fully implement creative methods.
- ✓ Some participants accustomed to traditional approaches may require time to adapt to creative methods.
- ✓ Creative methods generally require more time and resources for preparation.

Despite the identified constraints, these challenges are not insurmountable. With the strategic organization of advanced, practice-oriented training programs for educators, it is possible to overcome methodological and technological gaps. When teachers are exposed to best practices and real-world examples of implementing creative methods, they gain the confidence and competence needed to effectively apply such strategies in their own classrooms.

Empirical evidence from the current study suggests that when teachers receive structured support in mastering creative instructional methods-such as brainstorming, concept mapping, and case-based learning-they not only enhance their own information literacy competencies but also become agents of pedagogical innovation. The capacity to process, interpret, and utilize information creatively leads to a transformation in classroom dynamics, shifting the focus from passive content delivery to active knowledge construction.

Moreover, this pedagogical shift has a direct impact on students. Teachers equipped with creative methodologies are more likely to foster environments where learners engage in information-based reasoning, critical analysis, and innovative problem-solving. Students, in turn, develop essential 21st-century skills such as critical thinking, creativity, and data-driven decision-making. These are not only academic competencies but also foundational life skills necessary for participation in a knowledge-based, digital society.

Thus, the long-term implication of overcoming these implementation barriers is profound: by embedding creative methods into the professional development of educators, we not only raise the instructional quality within the classroom but also contribute to cultivating a generation of learners who are better prepared to navigate, critique, and contribute to the modern information landscape.

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